

## VALIDITY TEST CONSTRUCTION MEASURES EPG (TEACHER PROFESSIONAL ETHICS) "PERSONAL VALUE DIMENSION"

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### Abstract

*The purpose of this study was to examine the construct validity of teacher professional ethics measures modified from the Yael Fisher scale (Yael Fisher, 2013) and adapted to the culture in Indonesia, the Indonesian version made by researchers. Teacher professional ethics consists of three dimensions namely, personal value, social value and universal value. In this article, the discussion is only in the dimension of personal value. Researchers used data from 178 state elementary school teachers in the Jakarta area. The analytical method used in this study is first order Confirmatory Factor Analysis (CFA) with the help of M-Plus. The results of the analysis in this study indicate that in general the items in the Professional Ethics of the Teacher's personal value dimension have measured unidimensional constructs. The factor load coefficient for the item measurement of personal value is at the value  $t > 1.96$ , meaning that the item is significant. The results also show the factor model that is fit with Chi-square = 264.161 \*,  $df = 157$ ,  $P\text{-value} = 0.0010$ ,  $RMSEA = 0.062$ ,  $CFI = 0.977$  and using the MLR estimator the  $H_0$  scaling correction factor is 1.0259 (close to 1) states that this model is fit with the data.*

**Keywords:** Teacher Professional Ethics, personal value, validity, CFA

Professional ethics is an important role in the education system, to create mutual understanding between everyone as employees and others. There are several principles in some developed countries for teachers in the education system and are named "professional ethics" (Nooshin Salehnia dan Hamid Ashraf, 2015). The idea of professional ethics has developed more recently, especially in Western countries. Professional ethics concerns norms, values, and principles that must govern the professional behavior of educators. Professional ethics emphasizes the normative meaning inherent in determining the feasibility of professional practice, therefore there must be various ways of assessing the importance of educational practices in schools (Jukka Husu, 2003). Todd positions normative questions that have a tendency to make ethics programs oriented to education: a set of tasks or obligations that are good and clear enough to be followed and will produce desired ethical behavior (S. Todd, 2001).

The number of cases of teacher conviction due to parents reporting of students with alleged violence committed by teachers as a substitute for educating students and applying discipline. This is not really justified in the philosophy of education. Violence committed by the teacher in the learning process will have an impact on the students' psychology, and will affect the child's psychological development. This is consistent with the results of research conducted by Rowland, this tendency triggered by various findings including cheating, dishonesty, fraud and violations of ethics both in the workplace and in

education and professionalism which are increasingly prevalent through the internet (M.L. Rowland, 2009).

Ethical code violations occur a lot among teachers, for example in 2011, there were allegations of teacher involvement in cheating on National Exams, starting from SD Gadel Surabaya to SD Pesangrahan, Jakarta (15 Juni 2011 Kompas, 2011). In 2012, a case of teacher violence against a female student named Siti Maesaroh, 8 years old, a third grade student at SDN 3 Pagi Tugu Utara, Koja, Jakarta. A student from the school said that she was sentenced for not doing homework, there was also another student named siti maesaroh who said that even though she had answered the test question, it was still given a "zero" score. The sentence given by the teacher for wrong homework, Ajeng's head was hit with his homework book, his book was then torn and thrown. When this problem was reported to the principal, the principal of SDN 23 Pagi lightly said that "it was only a trivial matter. If you don't want your child to be scolded, you don't need to be a student. " September 9, 2012 (23 September 2012 Kompas, 2012). Another example is violence perpetrated by a teacher at SDN Tulusrejo IV, Malang City. The teacher slapped the five students and tore the student's book for not doing homework (23 September 2012 Kompas, 2012).

Violence of children in school is realized or unwittingly has become part of life in school. This is evident from 1,000 students from elementary to high school in nine provinces in Indonesia surveyed by the Indonesian Child Protection Commission (KPAI), 87.6% claimed to have experienced it. And 29.9% of the perpetrators are teachers themselves (30 Juli 2012 Kompas, 2012). This can happen in the world of education as Shapiro & Stefkovich said in his journal that unlike other professions (for example, lawyers, doctors and business) that require students to complete professional ethics education before graduation, the teacher collectively does not have rational ethics education and empirically to improve ethical behavior (J.P. Shapiro, 2011). Melgosa also urged schools to design and publish their own policies that guide the moral behavior of Melgosa teachers. It is difficult to deny that all teachers are directly involved in shaping students' moral character and ethical value system in a community. In addition, parents hope that their children will be educated to certain standards such as honesty and justice (D. Carr and J. London, n.d.).

The teacher is one of the most important components in education. Teachers play an important role in both planning and preparation and implementation. In the National Education System Law about teacher No. 20 of 2003 article 39 states that (1) the teacher is an education staff tasked with carrying out administrative, management, development, supervision and technical services to support the education process in the education unit, (2) the teacher is a professional in charge of planning and implementing the learning process, assess the results of learning, provide guidance and training and conduct research and community service. Regardless of the role of the teacher, sometimes the teacher unconsciously makes mistakes in carrying out his duties and functions. As an ordinary human being, of course a professional teacher will not be free from mistakes both in behaving and in carrying out his main duties. Through literature studies conducted by researchers the teacher's mistakes should not be left alone and the problems not overcome. The teacher must be able to understand the conditions that allow him to do wrong, and the most important thing is to control himself and avoid mistakes. In this case the researcher feels it is important to know the personal value in the teacher.

## **METHOD**

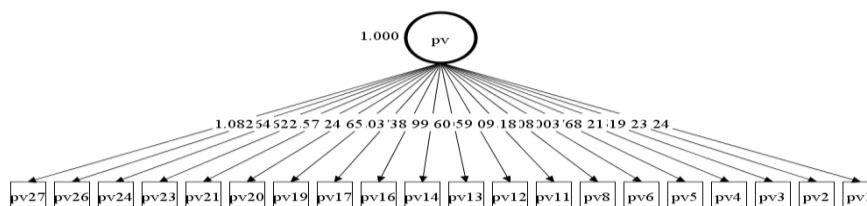
The analytical method used in this study is Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) (Umar, 2012). with the help of M-Plus software. Researchers used data from 178 state elementary school teachers in the Jakarta area. Sampling is done by accidental non-probability sampling or the chance of selecting the sample to be chosen is unknown. CFA Procedure; (a) test the hypothesis: "do all items measure a defined construct". The model is said to be fit if the data and theory are not different, (b) test the Hypothesis: "does each item produce information significantly about the measured construct". The researcher will determine which items are valid and which items will be dropped (Umar, 2012).

The items categorized well in the CFA are three categories: (1) if  $t < 1.96$ , then the item must be discarded and if  $t > 1.96$ , then the item is valid. (2) see the positive or negative factor load, if the load factor is negative, the item must be discarded. And if the positive factor load is received. (3) CFA testing by looking at partial correlations or grain measurement errors with other grain measurement errors if it is greater than three in the measurement error in theta delta, then the item is discarded because it measures other things (multidimensional) (Yahya Umar, 2012).

## **DISCUSSION**

The researcher conducted a validity test on 27 items of teacher professional ethics from the dimension of personal value. Of the 27 items analyzed there are still items that are multidimensional (meaning many items that measure other things too). In testing the personal value variable construct validity, researchers conducted the CFA model first order. At the initial analysis stage, the author dropped 2 items because the item most correlated with other items, leaving the remaining 25 items. This is evidenced by the results of data analysis which states that Chi-square = 385,823 \*,  $df = 241$ , P-value = 0.0000, RMSEA = 0.058. It can be concluded that the model has not been fit, therefore the disposal of items that are multidimensional or correlated with other items is done, until the RMSEA value is obtained between 0.08-0.05. After the correlated items are issued, items that fall or drop are items no. 7, 10, 22, 15, 18, 25 and 9, because this item correlates a lot with other items and must be dropped because it has a very low value. The researcher tested the validity back to 20 items and obtained a factor model that was fit with Chi-square = 264.161 \*,  $df = 157$ , P-value = 0.0010, RMSEA = 0.062, CFI = 0.977 and using the MLR estimator H0 scaling correction a factor of 1.0259 (close to number 1) states that this model is already fit with the data.

Thus, the model of one factor can be accepted, meaning that all items are proven to measure just one thing, namely teacher professional ethics with the dimension of personal value. From the results of the first CFA analysis conducted with a one-factor model, until a fit value is obtained, it is known that there are only 20 valid items, namely item no. 1,2,3,4,5,6,8, 11, 12,13,14, 16,17, 19, 20, 21, 23, 24, 26, and 27. The results of the CFA model fit of teacher professional ethics with the personal value dimension can be seen in the following figure, which states that all items have been fit and no longer correlate with other items (unidimensional):



The next step is to see whether or not the item is significant in measuring what it wants to measure, while determining whether certain items need to be dropped or not. The test is done by looking at the value of  $t$  for each factor load coefficient. If the value of  $t > 1.96$  means that the item is significant and vice versa. The factor load coefficient for items measuring personal value is presented in the table below.

**Load Factor Item Personal Value**

No. Item	Estimate	S.E.	T-Value	P-Value	Signifikan
1	0.813	0.042	19.226	0.000	✓
2	0.775	0.043	17.971	0.000	✓
3	0.827	0.038	21.797	0.000	✓
4	0.577	0.047	12.362	0.000	✓
5	0.666	0.059	11.202	0.000	✓
6	0.503	0.054	9.334	0.000	✓
8	0.412	0.064	6.461	0.000	✓
11	0.922	0.021	43.681	0.000	✓
12	0.618	0.054	11.476	0.000	✓
13	0.795	0.040	20.058	0.000	✓
14	0.814	0.035	23.505	0.000	✓
16	0.549	0.062	8.871	0.000	✓
17	0.878	0.031	28.188	0.000	✓
19	0.531	0.060	8.826	0.000	✓
20	0.662	0.067	9.837	0.000	✓
21	0.755	0.040	18.883	0.000	✓
23	0.576	0.057	10.077	0.000	✓

**Information:**

*Standardized Model Results* : All loading factor coefficients on a standard scale (standardize)

*Estimate* : Factor loading coefficient

*S. E.* : Standard error from loading factor

*T-Value* : Value of  $t$ -test

*P-Value* : Probability / significant value

Based on the table it can be seen that all items are positively and significantly charged, so that all items in the personal value variable have met the criteria and are declared model fit.

## CONCLUSION

From the results of the validity test conducted, it is known that out of 27 EPG items (teacher professional ethics) in the personal value dimension, there are 7 items that are either null or invalid. The item that is dropped is item no. 7, 10, 22, 15, 18, 25 and 9. This is because items produce information that is significant about the construct measured by the item negatively charged. After invalid items are removed, valid and proven items are produced to measure EPG in the personal value dimension.

Teacher professional ethics Primary schools when viewed from the personal value dimension illustrate that there are a number of items that fall out describing the condition of primary school teachers judging from their personal value dimensions. Among items that drop is item 7 measuring the readiness of the teacher to get a sentence if found guilty, in this item there are many teachers who do not receive punishment for their profession. Furthermore, items that drop are in item 9 and item 10, which measures the sensitivity of the personal value of the teacher in relation to living in a community. There are several findings including that many teachers are less sensitive to people's lives, in item 9 it was asked that teachers help students who drop out of school in the surrounding environment, this proves that many teachers are indifferent to it. While in item 10 asks the teacher to help the affected community, too many teachers are indifferent to it. Furthermore, on item 18 measures the relationship between teachers and peers, the relationship between teachers and peers is very good, but the most striking thing is that many teachers still consider it normal to speak harshly with peers even though it is seen by students.

Another item in the dimension of personal value is item 15, this item measures the obligation of teachers to provide additional material in the form of tutoring to students, some teachers do this, but it is unfortunate that this is done by teachers moving students to provide additional fees or payment if you want to take the lessons. It is ongoing that the teacher's attitude towards students who are rather slow in taking lessons, considers that the student is only a barrier to other students. It should be seen from the teacher's professional ethics that it should be, teachers must provide maximum service to students, providing guidance in the teaching and learning process. If this happens unfortunate, therefore for the professional ethics council, this can be an input to continue to be able to improve teacher professional ethics in the teacher's personal value, by providing training in order to improve professional ethics that must be possessed by the teacher.

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